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ABSTRACT

This followup study investigates the effects of a teacher center program on North Texas State University elementary education graduates after one year of teaching. Subjects were 55 teachers in inner-city schools and middle-class schools. Three instruments, the Directed Imagination Test, One Word Sentence Completion Test, and the Self Report Inventory were chosen to measure subjects in the affective area. The specific variables measured were (a) general self-perception, (b) optimism-hope, (c) attitude toward others, (d) attitudes toward children, (e) attitudes toward teaching, (f) general adjustment, and (g) confidence regarding classroom discipline. Clearly defined conclusions based on findings are difficult to specify. However, results suggest the following broad trends: (a) the field-trained teachers tended to fare better than the campus-trained teachers; (b) the type of school in which student teaching is done does not seem to be a determining factor in teaching success; (c) inner-city schools are more difficult teaching assignments; (d) the results of the data relating to the type of staff organization suggest that any strong conclusion would be unwarranted; (e) teaching assignments at the primary level result in first-year teachers with higher personal-professional attitudes and higher principals' ratings than those of first-year intermediate level teachers; and (f) first-year teaching does not result in positive attitudinal growth. Also, the author states that the findings of this study verify that good teachers can be produced in a variety of programs. (PD)

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A FOLLOW-UP STULY OF THE CLASSROOM PERFORMANCE AND PERSONAL-PROFESSIONAL ATTITUDE LEVELOPMENT OF NTSU ELEMENTARY GRADUATES IN THEIR FIRST YEAR OF TEACHING

Monograph No. 1

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A FOLLOW-UP STUDY OF THE CLASSROOM AND PERSONAL-PROFESSIONAL ATTITUDE DEVELOPMENT OF NTSU ELEMENTARY GRADUATES IN THEIR FIRST YEAR OF TEACHING

N. Wesley Earp
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The present study came about as a result of adding a longitudinal dimension to studies conducted with NTSU elementary level student teachers. Earlier studies of the effects of a teacher center program on student teachers led naturally to a follow-up of the elementary graduates after one year of teaching. In addition to the teacher center graduates, data were collected on teacher candidates from other programs. These earlier studies provided pretest scores for the present study. This study was supported by a University Faculty Research Grant.

The collection of data on certified teachers practicing in their own classroom presented the unique opportunity to try to assess classroom performance under authentic conditions. The principal's evaluations collected on each teacher were regarded as indicators of classroom performance and the more generalized coping ability of the teacher in handling the milieu of professional tasks.

The theoretical basis for the choice of other variables and hence, instruments in this study follows the contentions of phenomenological psychologists such as Combs (3), Hamachek (8), Rogers (13), and Ryans (15). Combs suggests that one's self-perception is, "the most important single influence affecting

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an individual's behavior." (4, p. 122)

Cuban (5), Garvey (6), Passmore (12), and Mitchell (11) among others report research which supports the theory of a strong relationship between teacher self-concept and teacher behavior.

Furthermore, attitudes relating to teachers' feelings toward children, acceptance, warmth, expectancy and optimism have been shown by various researchers to relate to teaching behavior (1, 7, 14, and 15). Hamachek, in summarizing the available research noted that effective teachers can be distinguished in some particular ways:

> A good teacher is a good person. Simple and true. A good teacher rather likes life, is reasonably at peace with himself, has a sense of humor, and enjoys other people.....among other things, a good teacher is good because he does not seem to be dominated by a narcissistic self which demands a spotlight, or a neurotic need for power and authority, or a host of anxieties and tremblings which reduce him from the master of his class to its mechanic. (8, p. 343)

Thus, the theory that how one sees himself and others; his sense of buoyancy and hope; his feelings about the teaching role; and perhaps his general psychological adjustment is closely related to teaching performance has some basis in research. The framework for defining measures in the present study is therefore found in phenomenological theory -- measures of affective attributes are assumed to relate to teaching behavior.

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Instruments

The instruments chosen to measure the research subjects in the affective area (hereinafter referred to as personal-professional factors) were three instruments which comprise a battery designed at the University of Texas Research and Development Center for Teacher Education. The Directed Imagination Test (DI) is a projective personality-type measure in which the respondent is to write four short time-limit stories relating to teachers and their experiences. This instrument focuses directly on acts and situations pertinent to the teaching situation. Fifteen scales can be scored on the basis of this instrument with five being selected for the present study (17). The One Word Sentence Completion Test (OWSC) is a computer scored instrument measuring certain personality dimensions. Some of the factors were assumed by the researchers to be closely allied to school situations. The 90 item form used in this study allows for open responses to stem statements. It is designed to elicit responses somewhat as a clinical psychologist might in an interview setting (18). The Self Report Inventory (SRI) is a self-assessment instrument which measures subjects' perceptions and feelings toward themselves and significant areas of their phenomenological world. Eight factorially distinct scores are produced, five of which are assumed by the researchers to be relevant to personal-professional elements of teaching (2). The five variables, including a total score of psychological adjustment, are reported in this study. Thus

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it was that the sampling processes included in the three instruments incorporated a projective process, self-reporting, and an open-response subjected to structured interpretation.

The variables chosen from the factors measured by these instruments are assumed to relate to teaching behavior. Specific variables measured are listed below with reference to the instruments which provide a measurement:

1. General self perception (OWSC; SRI; DI)
2. Optimism - hope (OWSC; SRI; DI)
3. Attitude toward others (OWSC; SRI)
4. Attitude toward children (OWSC; SRI; DI)
5. Attitude toward teaching (OWSC; DI)
6. General adjustment (OWSC; SRI; DI)
7. Confidence RE: Classroom Discipline (OWSC)

The Teacher Appraisal Inventory (TAI) was the instrument used to measure classroom performance. It is comprised of five analytical scales that are based on the learning environment and one scale depicting the judge's overall impression of the teachers' effectiveness. For purposes of statistical analysis the subscales were combined into a single score of teaching effectiveness. Two classroom observations were made of each subject by a trained observer. An interrater reliability of .76 was obtained between the observer in this study and another trained observer prior to the collection of data (16). Hopefully, a reasonably objective view of classroom performance was obtained.

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A standard teacher evaluation form was used to record each principal's rating of the subjects in this study. Ten ratings on constructs such as classroom management, pupil-teacher relationships, and the like are made on each subject. A general rating corresponding to: Excellent; Good; Conditional; or Unacceptable is also given. Again, for purposes of this study the ratings were quantified and combined into a score of general performance for the teacher. The variables measured by the instruments in the preceding sections shall be referred to as the dependent variables in this study.

Comparisons between and among criterion groups were made on all variables. Changes in scores from pretest to posttest were analyzed to determine effects of the first year of teaching experience. Statistical techniques used were: Analysis of Covariance; Analysis of Variance; and *t* tests. The tables summarizing the data in this study give means or adjusted means and probability levels derived from F or *t* ratios.

Subjects

There were fifty-five subjects in this study. All were first-year teachers of inner-city schools and middle-class schools in the Dallas Metroplex. These subjects were those who agreed to participate and on whom pretest data were available. They were teaching in eight different school districts with the largest number in one large urban school district.

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Interest in the study related, among other matters, to effects of student teaching locale and those of first year teaching locale. In the search for subjects for the study specific attention was given to locating those who would furnish comparative data relative to this purpose. The number of subjects particular to the locales are shown in Figure I below:

Figure I.

		STULENT TEACHING LOCALE	
		Inner City School	Middle Class School
TEACHING LOCALE	Inner City School	16 Subjects	12 Subjects
	Middle Class School	13 Subjects	14 Subjects

Apparently because of hiring patterns, it was very difficult to locate "corssover" teachers. Those who did student teaching in inner-city settings were not often placed to teach in middle-class settings. Also, those student teaching in middle-class schools seemed even less likely to be placed to teach in inner-city schools. The number of teachers in these cells seem to represent the optimum use of subjects available.

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In respect to the subjects for this study, one matter concerns the researchers which should be mentioned for the benefit of the reader and which may be pertinent in the interpretation of data. Because of the scarcity of teaching positions for 1973-74, it is apparent that only the most highly recommended teacher candidates were hired. Therefore, it is quite likely that the subjects of this study represent a highly select group of first year teachers. Quite possibly, it still remains to be seen how the dependent variables would be affected on the treatment variables with a true cross-section of first year teachers.

Design of the Study

Data for this study were analyzed in terms of several effects. The effects will not be referred to as experimental effects vs control effects but rather as treatment effects. Thus these variables shall be specified as treatment variables. The purposes of the study were carried out by analyzing the data on the dependent variables by grouping relative to the treatment variables. Treatment variables which were of interest in this study were:

1. Field-based and campus-based preparation programs. At the end of one year in a teaching position the question of which preparation program results in more positive effects, if any, is raised. The field-based program is that of an on-site teacher

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center program conducted in a large urban school district. Campus-based programs are those in which only student teaching is conducted off-campus. In both instances, the reference is to the professional semester program, not the entire professional sequence. (See Figure 2).

2. Student teaching locales or the type of school in which student teaching was done in interaction with the type of school in which the first year of teaching was done. (See discussion relative to Figure I). Two basic types of schools are identified --- inner-city and middle-class. Inner-city is basically a Title I school with high minority group enrollment. Middle-class schools are those found in more affluent areas with low minority group enrollment. (See Figure 2).
3. Teaching locales -- the type of school in which the first year teaching was done. The same basic locales apply as were described in 2 above. (See Figure 2).
4. School staff organization -- particularly the effects of the first year teacher teaching in a team situation as opposed to a self-contained setting. Data were examined on these two classifications: self-contained classes, and team-teaching. The various interactive effects with inner-city and middle-class school settings; and field-based against campus-based preparation were

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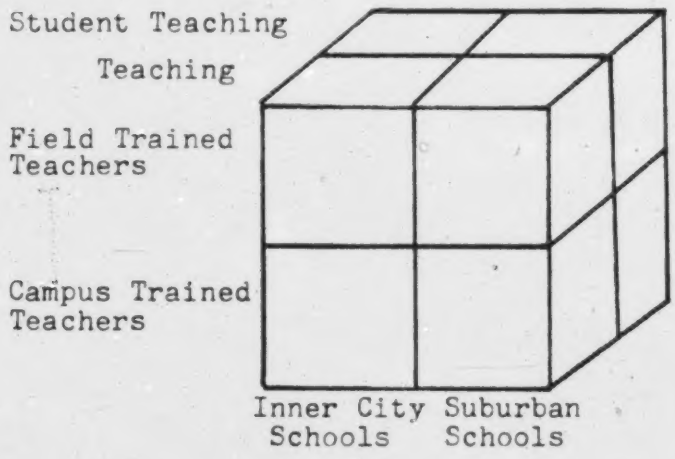
also analyzed. (See Figure 3).

5. Grade level effects -- classroom observation suggested that first year teachers in the primary grades might emerge with more positive feelings. Two levels were identified, primary level teachers (grades K, 1 and 2); and intermediate level teachers (grades 3, 4, 5, 6, and 7). The interaction effects with other treatment variables were also analyzed and interpreted. (See Figure 4).
6. Overall impact of first year teaching. Pretest to post-test comparisons were made on all variables to ascertain the general impact of one year of teaching under varied study conditions.

For purposes of clarification, the subsequent drawings will indicate the various analyses that were made:

Figure 2.



To test effects as described in 1, 2, and 3 listed previously.

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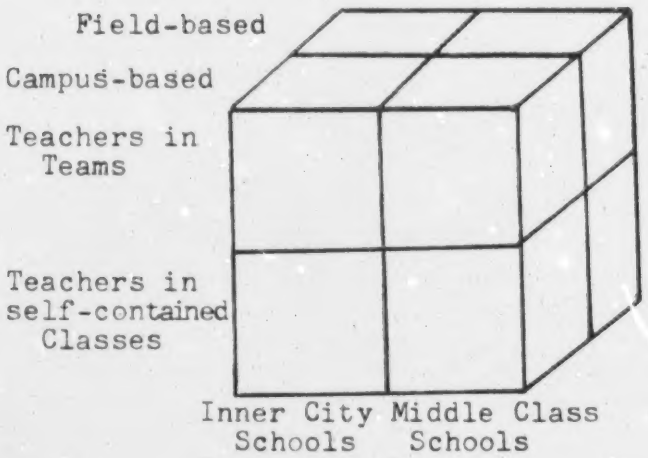
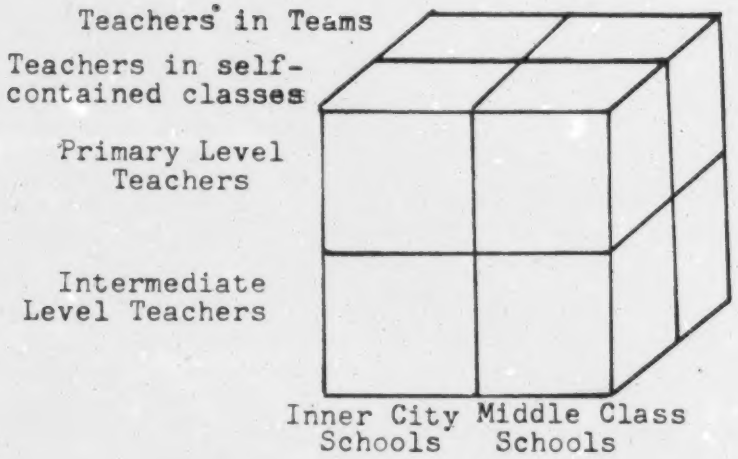
Figure 3.



To test effects as described in item 4 as listed previously.

Figure 4.



To test effects as described in item 5 listed previously.

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Presentation of Data

The data relative to the dependent and treatment variables are presented in Tables I through XXX. Due to the great extent of raw data treated, only the comparative data which are indicative of statistical significance or trends are reported. Differences meeting the .05 probability level are considered statistically significant. Generally, those probability levels from .06 to .15 are regarded as reflective of trends. The small number of subjects in certain cells required very high differences in means, hence trends in such cases were thought to be reflective of possible differences. Since numerous comparisons are not reported the reader can safely assume in these cases that no differences were implied in the comparisons which were made.

Field-Based and Campus-Based Subject Comparisons

The data pertinent to trends and differences between field-based and campus-based teacher graduates are presented in Tables I, II, III, and IV.

As may be noted in Table I, the first year teachers who were in the field-based program exhibited some instances of higher measures than did those from the campus-based programs. The higher "optimism" score on the DI is a significant finding suggesting that the field-based trained subjects sustain greater expectancy. This same group revealed a significantly higher score than the campus-based trained subjects on

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"perception of own ability" again seeming to connote more generally positive feelings. When the trend (.13) toward a higher score on "teaching role identification" is combined with the previous points there is a strong hint of positivity favoring the field-base trained teachers.

TABLE I.

ADJUSTED MEAN SCORES
FIELD-BASE TRAINED TEACHERS
AND CAMPUS-BASE TRAINED TEACHERS

Factor/Instrument	Field-Base Trained Teachers (N = 28)	Campus-Base Trained Teachers (N = 27)	P
Optimism (DI)	4.20	3.60	.04
Teaching Role Identification (DI)	3.98	3.62	.13
Perception of Own Ability (OWSC)	21.13	20.20	.04

TABLE II.

ADJUSTED MEAN SCORES
FIELD-BASE TRAINED TEACHERS IN INNER-CITY SCHOOLS AND
CAMPUS-BASE TRAINED TEACHERS IN INNER-CITY SCHOOLS

Factor/Instrument	Field-Base Trained Teachers in Inner-City Schools (N = 14)	Campus-Base Trained Teachers in Inner-City Schools (N = 14)	P
Children (SRI)	28.50	26.29	.03
Principal's Evaluation	39.00	35.57	.01

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The comparisons reported in Table II incorporate types od school (Middle-class and Inner-city) with the treatment variables of field-based training and campus-based training. As may be noted the field-base trained teachers in inner-city schools scored significantly higher on two measures of the dependent variables. The teachers from the field-based program were significantly higher on the "attitude toward children" scale of the SRI. Also, the principals' evaluations of this same group of teachers were significantly higher than for teachers receiving their training in campus-based programs, at the highly significant .01 level.

An examination of Table III reveals findings on subjects teaching in inner-city and middle-class schools considered in the light of field-based and campus-based training. Several significant differences were found between the group of field-based trained teachers teaching in middle-class schools. Optimism on the part of the field-based subjects is significantly higher on the DI. Two instruments suggest superiority in "attitude toward teaching"; (1) the DI on "teaching role identification" (trend); and (2) the OWSC on "attitude toward teaching" (.02). The trend of .14 on the "general adjustment" scale of the OWSC suggest that rather distinctive differences existed favoring the teachers in middle class schools. The significantly higher self-ability perception (DI) also favors the field-trained subjects. The trend (.10) on the Teacher Appraisal Inventory suggests the possibility that the teachers

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in the middle-class setting were also performing somewhat better in the classroom than their peers in the inner-city setting.

The preceding data are predictable. It is generally accepted that teachers in inner-city schools will undergo deterioration of attitude. What is significant, perhaps is the fact that no such differences existed when the school types were reversed, with the field-based and campus-based treatment variables being considered. In other words, the predictable differences did not occur when field-base trained inner-city teachers were compared with campus-base trained middle-class teachers. It may be inferred that the attitudes of this group of field-base trained teachers did not suffer the degree of deterioration suffered by the campus-base trained teachers.

Table IV provides data on comparisons between teachers teaching in middle-class schools on the basis of field-based or campus-based preservice experience. All the data reported are trends rather than significant differences. The adjusted mean score in every instance was higher for the field-base trained teachers than for the campus-base trained teachers. The trend is then generally one of greater "optimism", higher "perception of self", better "attitude toward children", and better "general adjustment". Perhaps the significance of the findings in this table is in their consistency in favoring the field-base trained teacher.

TABLE III.

ADJUSTED MEAN SCORES
FIELD-BASE TRAINED TEACHERS IN MIDDLE-CLASS SCHOOLS AND
CAMPUS-BASE TRAINED TEACHERS IN INNER-CITY SCHOOLS

Factor/Instrument	Field-Base Trained Teachers in Middle-Class Schools (N = 14)	Campus-Base Trained Teachers in Inner-City Schools (N = 14)	P
Optimism (DI)	4.48	3.45	.01
Teaching Role Identification (DI)	4.16	3.56	.10
Self-Ability Perception (DI)	4.85	4.15	.05
General Adjustment (DI)	4.48	3.88	.14
Attitude Toward Teaching (OWSC)	24.79	21.07	.02
General Mental Health (OWSC)	22.60	16.04	.03
Teacher Appraisal Inventory	41.36	37.79	.10

In total, the findings were not highly significant in support of either the field-based or campus-based professional semester program. However, those findings which were significant or trends were quite consistent in favoring the field-base trained teachers.

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TABLE IV.

ADJUSTED MEAN SCORES
FIELD-BASE TRAINED TEACHERS IN MIDDLE-CLASS SCHOOLS AND
CAMPUS-BASE TRAINED TEACHERS IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Field-Base Trained Teachers in Middle-Class Schools (N = 14)	Campus-Base Trained Teachers in Middle-Class Schools (N = 13)	P
Optimism (DI)	4.46	3.80	.10
Self-Ability Perception (DI)	4.86	4.15	.06
Empathy Toward Children (DI)	4.48	3.87	.11
Attitude Toward Others (OWSC)	22.47	21.57	.11
General Adjustment (DI)	4.47	3.88	.11

Student-Teaching Locale

The findings relating to the effect of student-teaching locale point to few significant differences. Considering all findings, the type of school in which the student-teaching had been done did not prove to be a factor in eliciting differences on the dependent variables. The interpretation that may be made is that a student teacher who is successful in either the inner-city or the middle-class school can become an effective teacher in the other locale without undue stress or loss in attitude.

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TABLE V.

ADJUSTED MEAN SCORES
TEACHERS OF INNER-CITY SCHOOLS WITH
INNER-CITY STUDENT TEACHING AND
TEACHERS OF MIDDLE-CLASS SCHOOLS WITH
INNER-CITY STUDENT TEACHING

Factor/Instrument	Inner-City Schools Teachers with Inner-City Student Teaching (N = 16)	Middle-Class Schools Teachers with Inner-City Student Teaching (N = 13)	P
Attitude Toward Teaching (OWSC)	21.01	25.15	.01
General Mental Health (OWSC)	18.90	22.97	.09
Self-ability Perception (DI)	3.96	4.64	.07

TABLE VI.

ADJUSTED MEAN SCORES
TEACHERS OF INNER-CITY SCHOOLS WITH
INNER-CITY STUDENT TEACHING AND
TEACHERS OF MIDDLE-CLASS SCHOOLS WITH
MIDDLE-CLASS STUDENT TEACHING

Factor/Instrument	Inner-City Schools Teachers with Inner-City Student Teaching (N = 16)	Middle-Class Schools Teachers with Middle-Class Student Teaching (N = 14)	P
Attitude Toward Teaching (OWSC)	20.91	23.47	.05
General Mental Health (OWSC)	18.11	23.47	.08

Some differences in the case of specific groups were noted and are reported in Tables V and VI. Teachers teaching in middle-class schools who had inner-city student teaching seem to profit from the crossover when compared with inner-city teachers who also had student teaching in inner-city schools. The teachers of middle-class schools have one significantly higher measure on "attitude toward teaching". Also, the same group shows trends toward better "general mental health" and more positive self-perception (Table V). Further, it is notable from Table VI that those subjects teaching in middle-class schools also score higher than the inner-city teachers with inner-city student teaching on "attitude toward teaching". The trend is for the middle-class group to exhibit a higher "general mental health" score.

The differences shown seem to relate more distinctly to teaching assignments rather than the student teaching locale. In both instances, teachers in middle-class schools did better than those in inner-city schools. There seems only a slight indication that the student teaching locale is a factor in subsequent success.

Effects of School Type
Teachers In Inner-City and Middle-Class Schools

The data on effects of the type school in which first year teaching was done are shown in Tables VII, VIII, IX, and X. When the measures for the group of teachers who taught their

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first year in inner-city schools are compared with those of teachers who taught in middle-class schools the differences are not extensive. Notable trends are given in Table VII. The only significant differences; "attitude toward teaching" on the OWSC, and "general mental health" on the OWSC favor the teachers of middle-class schools. The DI trends of "optimism" and "self-perception" also favor the teachers in middle-class schools. The exception to the overall trend is found in the SRI score on "optimism and hope". This trend is contradictory to the other data.

TABLE VII.

ADJUSTED MEAN SCORES
TEACHERS IN INNER-CITY SCHOOLS AND
TEACHERS IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Teachers in Inner-City Schools (N = 28)	Teachers in Middle-Class Schools (N = 27)	P
Attitude Toward Teaching (OWSC)	21.76	24.65	.02
General Mental Health (OWSC)	18.89	22.82	.05
Optimism (DI)	3.68	4.15	.10
Self-ability Perception (DI)	4.00	4.52	.08
Hope-Optimism (SRI)	26.90	25.57	.07

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An examination of data in Tables VIII and IX, provide another perspective from which a comparison can be made of teachers teaching in inner-city schools with those teaching in middle-class schools. The effect accomplished by interpreting these data on staff organization is that of comparing those in both types of staff organization (teaming and self-contained) with their counterparts in both types of schools (Inner-City and Middle-Class). For example, the examination of data in all three tables reveal that, with one exception, teachers in middle-class schools tended to be higher on the differences and trends regardless of the staff organization. This suggests that teachers in middle-class schools in most instances tended to a higher level of "attitude toward teaching." Contradictory findings are noted in Tables VIII and IX on "self-perception". On two measures of "self perception" the teachers of middle-class schools were higher. The exception should be noted, however in that one group of inner-city teachers denoted in Table IX scored higher on "self perception" than their middle-class teacher counterparts, again regardless of staff organization. One possible implication of this finding is that the function of teaming in a specific setting tends to override the factor of school type.

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TABLE VIII.

ADJUSTED MEAN SCORES
TEACHERS IN SELF-CONTAINED CLASSES
IN INNER-CITY SCHOOLS AND
TEACHERS IN SELF-CONTAINED CLASSES
IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Teachers In Self-Contained Classes In Inner-City Schools (N = 20)	Teachers In Self-Contained Classes In Middle-Class Schools (N = 20)	P
General Self-Perception (OWSC)	17.15	22.65	.03
Self-Perception (SRI)	25.05	27.10	.09
Teaching Role Identification (DI)	3.75	4.20	.10

TABLE IX.

ADJUSTED MEAN SCORES
TEACHERS IN TEAM-TEACHING CLASSES
IN INNER-CITY SCHOOLS AND
TEACHERS IN TEAM-TEACHING CLASSES
IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Teachers In Team-Teaching Classes In Inner-City Schools (N = 8)	Teachers In Team Teaching Classes In Middle-Class Schools (N = 7)	P
Self-Perception (SRI)	28.25	26.00	.12

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Effect of Staff Organization on First Year Teachers: Teaming vs. Self- Contained

The data relating to effects on first year teachers of the school staff organization are reported in tables X through XIV. An examination of the data in tables X, XI, XII and XIII, all the tables which compare teaming and self-contained situations point up a puzzling phenomenon. In the case of every significant difference or trend on instruments other than the Directed Imagination Test (DI) the teachers in teaming situations gave a higher response. Conversly, in every instance in which teachers in self-contained classes were favored the measurement was made by the DI. The results on the DI in this treatment variable seem to be in direct conflict with that of other instruments. For example, a reference to Table X reveals that "general self perception" on the OWSC places team teachers significantly higher while on the DI "self perception" scale teachers in self-contained classes are shown significantly higher. Exactly the same type of finding is shown in Table XI. with both the OWSC and SRI yielding significant findings for the teachers in teams while the DI produces a trend which is in direct conflict. Table XIII emphatically shows this same point in respect to "self-perception."

What do these findings mean? There is no certain explanation. The researchers suspect that the impressions of

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the two settings are such that quite different types of responses are elicited. No real gain would be derived from further speculation. Basically the DI responses are questioned as to validity for this type of comparison. However, the subsequent discussion will include comments on the scores from all instruments.

TABLE X.

ADJUSTEL MEAN SCORES
TEACHERS IN SELF-CONTAINEL CLASSES AND
TEACHERS IN TEAM-TEACHING CLASSES

Factor/Instrument	Teachers In Self-Contained Classes (N = 40)	Teachers In Team-Teaching Classes (N = 15)	P
General Self Perception (OWSC)	18.70	20.13	.04
Optimism (DI)	4.05	3.53	.11
Teaching Role Identification (DI)	3.98	3.33	.02
Self-Perception (DI)	4.45	3.73	.03

A further examination of Table X indicates that the DI results point to a trend toward higher "optimism" for self-contained classroom teachers. These same teachers are shown on the DI to be significantly higher than team-teachers on "attitude toward teaching."

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TABLE XI.

ADJUSTED MEAN SCORES
TEACHERS IN SELF-CONTAINED CLASSES
IN INNER-CITY SCHOOLS AND
TEACHERS IN TEAM-TEACHING CLASSES
IN INNER-CITY SCHOOLS

Factor/Instrument	Teachers In Self-Contained Classes In Inner-City Schools (N = 20)	Teachers In Team-Teaching Classes In Inner-City Schools (N = 8)	P
General Self Perception (OWSC)	18.80	20.75	.05
Self Perception (SRI)	25.05	28.25	.05
Total Mental Health (SRI)	192.65	207.50	.09
Self-Ability Perception (DI)	4.25	3.38	.07

TABLE XII.

ADJUSTED MEAN SCORES
TEACHERS IN SELF-CONTAINED CLASSES
IN MIDDLE-CLASS SCHOOLS AND
TEACHERS IN TEAM-TEACHING CLASSES
IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Teachers In Self-Contained Classes In Middle-Class Schools (N = 20)	Teachers In Team-Teaching Classes In Middle-Class Schools (N = 7)	P
Teaching Role Identification (DI)	4.20	3.29	.02

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TABLE XIII.

ADJUSTED MEAN SCORES
TEACHERS IN SELF-CONTAINED CLASSES
IN MIDDLE-CLASS SCHOOLS AND
TEACHERS IN TEAM-TEACHING CLASSES
IN INNER-CITY SCHOOLS

Factor/Instrument	Teachers In Self-Contained Classes In Middle-Class Schools (N = 20)	Teachers In Team Teaching Classes In Inner-City Schools (N = 8)	P
General Self-Perception (OWSC)	18.60	20.75	.03
Optimism (DI)	4.25	3.25	.03
Teaching Role Identification (DI)	4.20	3.38	.02
Self-ability Perception (DI)	4.65	3.38	.004
General Adjustment (DI)	4.30	3.63	.08

TABLE XIV.

ADJUSTED MEAN SCORES
TEACHERS IN SELF-CONTAINED CLASSES
IN INNER-CITY SCHOOLS AND
TEACHERS IN TEAM-TEACHING CLASSES
IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Teachers In Self-Contained Classes In Inner-City Schools (N = 20)	Teachers In Team-Teaching Classes In Middle-Class Schools (N = 7)	P
Optimism (OWSC)	21.20	23.71	.08
General Mental Health (OWSC)	17.15	24.57	.07

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Tables XI, XII, XIII, and XIV contain comparisons in which teaming and self-contained situations are combined with the treatment variables of school assignment (inner-city and middle-class schools) for comparison purposes. Table XI indicates that those teachers who were team-teaching in inner-city schools were significantly higher on "self-perception" on both the OWSC and the SRI than were inner-city teachers teaching in self-contained settings. A trend may also be noted wherein the team teachers tended toward a higher total adjustment score than did the self-contained classroom teachers.

No further comment will be directed to the finding presented in Table XII. The earlier comments relative to the results of the DI seem applicable.

The data in Table XIII further illustrate the discrepancy between the results of the DI and another instrument (OWSC). Again, the earlier comments relative to the DI are applicable in respect to these data.

Two trends may be seen in Table XIV. In both instances measures on the OWSC tend to favor the team teachers. It should be noted, of course that the teams were in middle-class schools whereas the self-contained classroom group taught in inner-city situations. The dimension of difference may relate to the type of school rather than the staff organization.

By way of summation it is noted that all differences of

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significant or trend levels revealed by the SRI and the OWSC favored team teaching groups. All differences revealed by the DI favored the self-contained groups. The authors reiterate that, in the interpretation of data, the validity of the two instruments (SRI and OWSC) is regarded as most defensible.

Effects of Teaching Level On Primary and Intermediate Level Teachers

When the data on the effects of teaching level on the attitudes and performance of first year teachers are examined the findings favor primary level teachers. The basic data are presented in Tables XV, XVI, XVII.

The general comparison is found in Table XV. The findings in this case are that the primary teachers were significantly higher on the SRI scale of "attitude toward children" with favoring trends on the OWSC "optimism" scale and the DI "general adjustment" scale. It is particularly noteworthy that the primary teachers were given higher evaluations by their principals. The principals did not tend to use a wide variation of ratings and the significantly higher rating suggests a rather distinctive difference.

In Table XVI is found the grade level data specific to inner-city schools. One contradictory finding is obvious in this comparison. The SRI "attitude toward others" score is significantly higher for intermediate level teachers. This is an encouraging but puzzling phenomenon.

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Again, notably the principals' evaluation for the primary teachers is significantly higher at the .01 probability level.

TABLE XV.

ADJUSTED MEAN SCORES
PRIMARY LEVEL ELEMENTARY TEACHERS AND
INTERMEDIATE LEVEL ELEMENTARY TEACHERS

Factor/Instrument	Primary Level Elementary Teachers (N = 23)	Intermediate Level Elementary Teachers (N = 32)	P
Optimism (OWSC)	23.00	21.62	.10
Attitude Toward Children (SRI)	28.26	26.19	.02
General Adjustment (DI)	4.30	3.88	.12
Principal's Evaluation	38.61	36.38	.03

TABLE XVI.

ADJUSTED MEAN SCORES
PRIMARY LEVEL ELEMENTARY TEACHERS
IN INNER-CITY SCHOOLS AND
INTERMEDIATE LEVEL ELEMENTARY TEACHERS
IN INNER-CITY SCHOOLS

Factor/Instrument	Primary Level Elementary Teachers Inner-City Schools (N = 11)	Intermediate Level Elementary Teachers Inner-City Schools (N =17)	P
Others (SRI)	24.27	26.76	.04
Principal's Evaluation	39.45	35.88	.01

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TABLE XVII.

ADJUSTED MEAN SCORES
PRIMARY LEVEL ELEMENTARY TEACHERS
IN MIDDLE-CLASS SCHOOLS AND
INTERMEDIATE LEVEL ELEMENTARY TEACHERS
IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Primary Level Elementary Teachers Middle-Class Schools (N = 12)	Intermediate Level Elementary Teachers Middle-Class Schools (N = 15)	P
Self-Perception (SRI)	28.00	25.87	.08
Children (SRI)	28.92	24.93	.002
Hope (SRI)	27.50	25.33	.06
Total Mental Health (SRI)	209.67	195.47	.05
Optimism (DI)	4.58	3.80	.055
Teaching Role Identification (DI)	4.33	3.67	.065
Empathy Toward Children (DI)	4.58	3.87	.06
General Adjustment (DI)	4.58	3.87	.06

The differences revealed in Table XVII are between teachers of primary and intermediate level in middle-class schools. The eight differences and trends listed are consistent. In every case the primary level teachers exhibit more positive attitudes. The SRI and DI each verify the other in the cases of, "general mental health"; "optimism

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and hope"; and "attitude toward children". Trends are also noted on "self-perception," (SRI) and "attitude toward teaching." (DI).

As a matter of fact the data strongly indicate that the primary level teachers in middle-class schools were the most highly positive group. In this same vein the reader's attention is called to Tables XVIII and XIX. The comparisons made in these two tables include primary teachers of middle-class schools in each instance. The results again are consistent in revealing the primary level of middle-class schools to be most highly positive. In Table XVIII their scores on "general mental health" on the SRI, OWSC, and DI are significantly higher or establish a higher trend when compared to primary level inner-city teachers. The teachers of primary grades in middle-class schools also have a significantly higher "optimism" score on the DI.

In Table XIX significantly higher "optimism" scores on both the OWSC and DI place the primary teachers in middle-class schools higher than intermediate level inner-city teachers. The "self-ability perception" score is also significantly higher for the primary level teachers in middle-class schools. On the basis of the classroom observations this group scored high; when compared with the intermediate level inner-city teachers their performance was significantly better (TAI).

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TABLE XVIII.

ADJUSTED MEAN SCORES
PRIMARY LEVEL ELEMENTARY TEACHERS
IN INNER-CITY SCHOOLS AND
PRIMARY LEVEL ELEMENTARY TEACHERS
IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Primary Level Elementary Teachers Inner-City Schools (N = 11)	Primary Level Elementary Teachers Middle-Class Schools (N = 12)	P
General Mental Health (OWSC)	17.00	25.17	.01
General Mental Health (SRI)	193.73	209.67	.04
Optimism (DI)	3.55	4.58	.04
Teaching Role Identification (DI)	3.64	4.33	.08
General Adjustment (DI)	4.00	4.83	.06

Tables XX and XXI reveal one further interesting and significant pattern. On the SRI "attitude toward children" scale the intermediate level teachers in middle-class schools scored significantly lower than either the primary level or intermediate level teachers of inner-city schools. The general tone of the data on grade levels is that the intermediate level of teaching in middle class schools may be one of the most difficult in terms of effects on certain of the measured attitudes in this study.

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TABLE XIX.

ADJUSTED MEAN SCORES
INTERMEDIATE LEVEL ELEMENTARY TEACHERS
IN INNER-CITY SCHOOLS AND
PRIMARY LEVEL ELEMENTARY TEACHERS
IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Intermediate Level Elementary Teachers Inner-City Schools (N = 17)	Primary Level Elementary Teachers Middle-Class Schools (N = 12)	P
Optimism (OWSC)	20.88	23.33	.04
Optimism (DI)	3.76	4.58	.04
Self-ability Perception (DI)	4.00	4.83	.03
General Adjustment (DI)	3.88	4.58	.06
Teacher Appraisal Instrument	37.65	42.08	.05

TABLE XX.

ADJUSTED MEAN SCORES
PRIMARY LEVEL ELEMENTARY TEACHERS
IN INNER-CITY SCHOOLS AND
INTERMEDIATE LEVEL ELEMENTARY TEACHERS
IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Primary Level Elementary Teachers Inner-City Schools (N = 11)	Intermediate Level Elementary Teachers Middle-Class Schools (N = 15)	P
Attitude Toward Children (SRI)	27.55	24.93	.05

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TABLE XXI.

ADJUSTED MEAN SCORES
INTERMEDIATE LEVEL ELEMENTARY TEACHERS
IN INNER-CITY SCHOOLS AND
INTERMEDIATE LEVEL ELEMENTARY TEACHERS
IN MIDDLE-CLASS SCHOOLS

Factor/Instrument	Intermediate Level Elementary Teachers Inner-City Schools (N = 17)	Intermediate Level Elementary Teachers Middle-Class Schools (N = 15)	P
Attitude Toward Children (SRI)	27.29	24.93	.05

Pretest to Posttest Changes
During the First Year of Teaching

The comparative analyses of posttest data in this study do not indicate the generalized effects of the first year of teaching in terms of change from pretest data in the total group of teachers or the subgroups as deriving from the treatment variables.

Studies by researchers such as Weinstock and Turner (19), and McNeil (10) suggest that new teachers typically undergo regression in personal-professional attitudes in early teaching experiences. It was apparent that the first year teachers in the present study should be subjected to the type of scrutiny which would reveal if such was the case. Pretest data were available on all the dependent variables on the OWSC, SRI, and DI. The data are reported in Table XXII.

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TABLE XXII.

PRETEST AND POSTTEST SCORE AVERAGES,
TOTAL GROUP OF ELEMENTARY TEACHERS
(N = 55)

Factor/Instrument	Pretest	Posttest	P
Optimism (OWSC)	23.13	22.16	.05
Optimism (DI)	4.29	3.90	.06
Hope-Optimism (SRI)	27.22	26.27	.01
Teacher Child Interaction (OWSC)	23.29	22.40	.01
Teaching Role Identification (DI)	4.33	3.80	.0007
Children Scale (SRI)	28.29	27.05	.005
Empathy Toward Children (DI)	4.64	4.13	.005
General Self Perception (OWSC)	19.95	19.09	.08
Self Perception (LI)	4.69	4.25	.04
Total Mental Health (SRI)	203.85	199.29	.01
General Adjustment (DI)	4.40	4.05	.06

Table XXII indicates that on twelve of the seventeen measures on personal-professional attitude the teachers in this study sustained either significant or distinct trend losses. The data are grouped in the table in order that the study will readily reveal the verification of one instrument to another. For example, both the OWSC and the SRI reveal a

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significant loss in the area of "optimism and hope". The DI shows a loss nearing significant probability (.06). Careful scrutiny of Table XXII will indicate the other consistencies between instruments.

On the fact of it, these data indicate that some negative changes occur as a result of the first year of teaching. The subsequent analysis will further specify where the losses are most prevalent.

TABLE XXIII.

PRETEST AND POSTTEST SCORE AVERAGES
TEACHERS WITH FIELD-BASE TRAINING
(N = 28)

Factor/Instrument	Pretest	Posttest	P
Teacher-Child Interaction (OWSC)	23.57	22.43	.02
Teaching Role Identification (DI)	4.43	4.00	.04
Empathy Toward Children (DI)	4.75	4.25	.02
Total Mental Health (SRI)	201.29	197.36	.05

Tables XXIII and XXIV give the data on pre-to-post scores in terms of the treatment variable of field and campus-based training. Table XXIII indicates that on four of seventeen measures the group of teachers who had the field-base program sustained significant losses. The first two measures relating

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to "attitude toward teaching" seem to verify each other. The other two losses are not verified by other instruments. It should be noted that there were no other items with probability levels indicative of trends. On five of the seventeen measures the field-based trained teachers did achieve higher posttest scores than pretest scores but they were not significantly higher.

TABLE XXIV.

PRETEST AND POSTTEST SCORE AVERAGES
TEACHERS WITH CAMPUS-BASE TRAINING
(N = 27)

Factor/Instrument	Pretest	Posttest	P
Optimism-hope (OWSC)	22.93	21.78	.08
Hope-optimism (SRI)	27.67	26.48	.03
Optimism (DI)	4.15	3.59	.07
Self-Perception (SRI)	27.74	26.60	.06
Self-Perception (DI)	4.70	4.15	.07
Children Scale (SRI)	29.07	27.26	.001
Empathy Toward Children (DI)	4.52	4.00	.08
General Mental Health (OWSC)	22.78	19.78	.07
Total Adjustment (SRI)	206.52	201.30	.07
Teaching Role Identification (DI)	4.22	3.59	.007
Others Scale (SRI)	26.74	25.81	.11

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Table XXIV indicates eleven instances in which there were significant losses or trends by first year teachers who were in campus-based programs. The data are grouped on the table in order that areas may be examined. For example, "optimism" on the OWSC, "hope-optimism" on the SRI and "optimism" on the DI all show trends toward loss or a highly significant loss. The data present verified trends on "optimism", "self-perception", "attitude toward children", and "general adjustment." When considered in the light of the fact that this group made no numerical gains from pretest to posttest it appears that the first year of teaching produced somewhat negative effects.

TABLE XXV.

PRETEST AND POSTTEST SCORE AVERAGES
FIELD-BASE TRAINED TEACHERS IN INNER-CITY SCHOOLS
(N = 14)

Factor/Instrument	Pretest	Posttest	P
Self Perception (DI)	4.71	3.86	.08
Empathy Toward Children (DI)	4.79	4.00	.04
General Adjustment (DI)	4.71	4.00	.09

The additional treatment variable of school type is incorporated in Tables XXV and XXVI. Both tables present data on the pre-to-post changes of inner-city first year teachers.

TABLE XXVI.

PRETEST AND POSTTEST SCORE AVERAGES
CAMPUS-BASE TRAINED TEACHERS IN INNER-CITY SCHOOLS
(N = 14)

Factor/Instrument	Pretest	Posttest	P
Optimism-Hope (OWSC)	22.64	20.50	.03
Hope-Optimism (SRI)	27.57	25.71	.02
Optimism (DI)	4.21	3.43	.05
Attitude Toward Teaching Profession (OWSC)	25.36	21.79	.01
Teaching Role Identification (DI)	4.14	3.50	.07
General Mental Health (OWSC)	21.57	16.07	.04
Total Mental Health (OWSC)	202.79	195.00	.08
Self-Perception (OWSC)	37.43	25.50	.06
Children Scale (SRI)	29.00	26.64	.004

In Table XXV it may be noted that field-base trained inner-city teachers suffered one significant loss in respect to "attitude toward children," and trend level losses on two other DI measures. The data in Table XXVI indicate that campus-base trained inner-city teachers dropped significantly on six measures of personal-professional attitudes. Three other measures are lower to a degree nearing significant probability. The data are grouped in order that consistency

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between instruments may be observed. For example, the area of "optimism-hope," was an area in which a significant loss occurred on all three instruments. The implication of the data is that the first year experience affected campus-base trained inner-city teachers rather negatively and to a greater degree than field-base trained teachers.

TABLE XXVII.

PRETEST AND POSTTEST SCORE AVERAGES
FIELD-BASE TRAINED TEACHERS IN MIDDLE-CLASS SCHOOLS
(N = 14)

Factor/Instrument	Pretest	Posttest	P
Teacher-Child Interaction (OWSC)	23.36	21.93	.09
Hope-Optimism (SRI)	26.43	25.36	.10

TABLE XXVIII.

PRETEST AND POSTTEST SCORE AVERAGES
CAMPUS-BASE TRAINED TEACHERS IN MIDDLE-CLASS SCHOOLS
(N = 13)

Factor/Instrument	Pretest	Posttest	P
Children Scale (SRI)	29.15	27.92	.10
Teaching Role Identification (DI)	4.31	3.69	.06

In Tables XXVII and XXVIII selected findings on teachers in middle-class schools who experienced the two types of training programs (field-base and campus-base) are presented. Since

there are no significant changes the data in the two tables will be discussed together. The only consistent trend noted is that both field-base and campus-base trained teachers had lower posttest measures in the area of "attitude toward teaching", one on the OWSC and the other on the DI. The other two trends noted differ for the two groups. The field-base trained teachers in this group (Table XXVII) showed four numerical gains from pre-to-post scores, none were significant. Campus-base trained teachers showed one such gain.

The general context of Tables XXV, XXVI, XXVII, and XXVIII is such that the negative impact of first year teaching seems to be greater on inner-city teachers. Tables XXIX and XXX further bear this point out. Table XXIX, a report on all first year inner-city teachers, indicates lower post-scores on twelve of seventeen measures. Nine are significantly lower and three are trends in the same direction. The data in this table are grouped so that the consistency of measures across instruments are borne out. For example, the optimism measures on the OWSC, SRI, and DI all indicate significant losses for the inner-city teachers. "Attitude toward children" also seems to be well documented as having been negatively affected. Such was also the effect on "general adjustment", and "attitude toward teaching."

TABLE XXIX.

PRETEST AND POSTTEST SCORE AVERAGES
TEACHERS IN INNER-CITY SCHOOLS
(N = 28)

Factor/Instrument	Pretest	Posttest	P
Optimism-Hope (OWSC)	23.21	21.57	.03
Hope-Optimism (SRI)	27.36	26.25	.05
Optimism-Hope (DI)	4.32	3.68	.03
Teacher-Child Interaction (OWSC)	23.61	22.64	.06
Children Scale (SRI)	28.50	27.39	.04
Empathy Toward Children (DI)	4.68	4.07	.01
General Mental Health (OWSC)	21.54	18.57	.10
Total Mental Health	202.32	196.89	.04
General Adjustment (DI)	4.43	3.93	.07
Attitude Toward Teaching Profession (OWSC)	24.29	22.18	.04
Teaching Role Identification (DI)	4.21	3.64	.02
Self-Perception (DI)	4.75	4.00	.02

Table XXX reveals that the total group of first year teachers of middle-class schools seemed to fare somewhat better. The data reveal three significant drops in personal-professional attitude with one similar trend. Both the OWSC and SRI imply some regression in terms of "attitude toward

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children." The OWSC and the DI both record significant losses for the teachers of middle-class schools on "attitude toward teaching."

It is not surprising that the findings of this study generally support past research which indicates that the inner-city teaching assignment is typically a threat to personal-professional attitudes. What is more surprising, perhaps is that the inner-city teachers, while dropping on some measures, certainly do not give evidence of defeat. The disparities between scores of teachers of middle-class schools and those of teachers of inner-city schools are not as divergent as could be anticipated from a review of research.

TABLE XXX.

PRETEST AND POSTTEST SCORE AVERAGES
TEACHERS IN MIDDLE-CLASS SCHOOLS
(N = 27)

Factor/Instrument	Pretest	Posttest	P
Teacher-Child Interaction (OWSC)	22.96	22.15	.10
Children Scale (SRI)	28.07	26.70	.04
Attitude Toward Teaching Profession (OWSC)	22.33	24.22	.05
Teaching Role Identification (DI)	4.44	3.96	.02

Summation

Clearly defined conclusions based on the findings of this study are difficult to specify. However the interpretation of data suggest several broad trends which can be justified. These impressions are listed in the interest of succinctness. The reader is invited to study the data carefully in order to note the verification of these points:

1. The field-base trained teachers tended to fare better than the campus-base trained teachers. In practically all comparisons the field-base trained teachers had higher numerical scores. Specifically the first year inner-city teachers from the field-base program seem to have benefitted in maintaining a higher level of personal-professional attitudes. This is not to imply that those trained in the campus-base programs were not effective. All data indicate that they were successful teachers.
2. The type of school in which student-teaching is done does not seem to be a determining factor in teaching success. The data generally indicate that a teacher candidate who is successful in either an inner-city or middle-class school student-teaching assignment can successfully "cross over" to the other type of situation.

There is a trend which suggests that student-teaching in an inner-city school is effective general preparation for any type of first year teaching assignment.

3. Inner-city schools are more difficult teaching assignments. The data generally confirm what has long been an accepted fact. However, it is worthy of note that on many measures of personal-professional attitudes the inner-city teachers were not lower than teachers in middle-class schools. The inner-city teachers tended to sustain a good self-perception, and as indicated in a preceding section, do not give the impression of defeat. It is also significant that the classroom observations, and in most cases, the principal's evaluations were just as high for inner-city teachers as for teachers of middle-class schools.
4. The results of the data relating to the type of staff organization suggest that any strong conclusion would be unwarranted. The instrumentation for this variable seemed to be inadequate for proper interpretation. There does seem to be some advantage for teachers going into teaming situations. Both the results from the OWSC

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and SKI point to this as opposed to the results on the LI. The researchers adjudge the preponderance of data to support the teaming situations.

5. Teaching assignments at the primary level results in first year teachers with higher personal-professional attitudes and higher principal's ratings than first year intermediate level teachers. Interestingly, this finding is antithetical to those of some researchers such as Kron (9). Teachers of primary levels in middle-class schools seem to represent optimum attitude. Strangely, the intermediate level teacher of middle-class schools seems to be adversely affected in first year teaching. The degree of this impact is such that this assignment would seem to be as difficult as the intermediate level, inner-city assignment.
6. First year teaching does not result in positive attitudinal growth. The trend generally is one of regression in attitudes. "Optimism and hope" seem to diminish significantly; "attitude toward children suffers; "attitude toward teaching" is consistently lower; and "general

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self-perception" drops. The hard realities of responsibility in the world of teaching tend to blunt the optimistic idealism of the beginning teacher. It should again be noted, however that changes toward negativism are more specific to some groups than others. Also, there were no overtones of defeat among the subjects in this study. The general implication is one of successfully coping with whatever teaching situation they were in.

It is tempting to describe from this study the set of circumstances which would produce a first-year teacher who, at the end of that experience, would be most positive attitudinally and have the highest rated performance. The researchers would suggest that this teacher would: (1) have had field-base training; (2) have student taught in an inner-city school; (3) be assigned to teach in a middle-class school; (4) be assigned to teach at the primary level; and (5) receive the support of a well-functioning teaching team.

This idealistic profile notwithstanding, it is encouraging to note that widely varied profiles of training and assignment result in effective teachers. In fact, the findings of this study verify that good teachers can be produced in a variation of programs and assignments. And yet, the search must go on for the optimal combinations.

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